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REFLECTION OF RUSSIAN AND CHINESE UNIVERSITY STUDENTS ON ENTREPRENEURIAL INTENTION

Abstract:

Entrepreneurship is nowadays an appealing topic for researchers to investigate. It is considered to be an agent for social and economic development. Most of the countries has included entrepreneurship as core subject in curricula of schools, colleges and universities. To involve youth in entrepreneurship and provide them opportunity to use their knowledge, skills and abilities to solve real world problems is the need of current era. This paper explains Chinese and Russian universities students' intention towards entrepreneurship. Theory of Planned behavior (TPB) were used for theoretical frame work of the study. Along

with variables attitude towards entrepreneurship, subjective norm and perceived behavioral control from (TPB) entrepreneurial environment and education as contextual predictor were found significant in impact on students' entrepreneurial intention. Findings suggest that more attention is needed from policy makers to involve youth in entrepreneurship.

Key words:

attitude toward entrepreneurship, perceived behavioral control, subjective norm, entrepreneurial intention, entrepreneurship environment and education

The young generation can play vital role here to utilize their innovative skills and find the solution of real world problems. They have abilities but they need guidance and skills so that they may bring their attention to focus on the solution of real world problems. Universities are the place in which these skills can be polished, developed and directed to use that for the solution of real world problems. Most of graduates are not prepared well while entering the market in current economic condition which is challenging [1, pp. 55-65]. The concept of entrepreneurship is establishing very fast. It not only took a proper place in organization meeting section to discuss but also become the part of curriculum in various business school [2, pp. 7-30]. Entrepreneurship brings innovative changes in a country development, prosperity and economy [3, pp.47-56]. The purpose of the study is to draw a portray to policy makers to inject proper adjustments in higher education sector to involve youth an entrepreneurship. Now the things are changing with times and educations policies and other factors which effects the entrepreneurial activities are need to be investigated [4, pp. 269-280]. In a conference in Moscow Alexandra Moskovskaya said, till 2007 a web search did not come up with any link on this topic in Russia [5, pp. 1-2]. This scenario explains that entrepreneurship is a core topic to investigate in case of Russia to find out the intention, and attitude towards entrepreneurship especially youth.

Innovation and entrepreneurship is considered one of the most powerful driving forces for economic and social progresses in recent years. Inspired by decisions made at the 17th National Congress of the Communist Party of China held in 2007, the Chinese Government has paid intensive attention to enhancing entrepreneurial education in colleges and universities. This emphasis is echoed in multiple policy documents, such as the Chinese Ministry of Education (MOE)'s "Opinions on Vigorously Promoting Entrepreneurial Education in Universities and Start-ups by College Students" [25] and "Opinions on Comprehensively Improving the Quality of Higher Education" [26]. The Chinese State Council's annual "Report on the Work of the Government" in 2015 [27] further clarifies governmental support for entrepreneurial by encouraging people to "start their own businesses and to make innovations" as a way to create jobs and increase their income. In May 2015, the State Council General Office in its "Opinions on Deepening the Reform of entrepreneurial Education in Colleges and Universities" provided a blueprint for implementing this national strategy in higher education. In June 2016, the MOE proposed to "institutionalize reform in entrepreneurial education" [28]. These policies and actions by the MOE indicate that entrepreneurial education in Chinese universities and colleges has entered a new era of comprehensive implementation.

This study explains the factors effecting entrepreneurial intention of the students of the Ural Federal University, Russia, and Shanghai University, China, based on theory of Planned behavior. The purpose of using theory of planned behavior was not to prove the theory on basis of this study but to prove the factors on the basis of the theory. A lot of researchers has suggested theory of planned behavior as good tool for measuring entrepreneurial intention.

Entrepreneurship has a lot of definition because of different motives to become entrepreneur made it difficult to define. therefore, entrepreneurship cannot be defined as a specific term. According to [6, pp. 260-282] entrepreneur is the innovative character of initiative. On another place Hockerts has defined social entrepreneurship cited by [7, pp. 1-11] in their book of social entrepreneurship 'Social purpose business ventures are hybrid enterprises straddling the boundary between the for-profit business world and social mission-driven public and nonprofit organizations. Thus, they do not fit completely in either spare'. About social entrepreneurs who they are according to Thompson 'Social entrepreneurs are those individuals whose aim of creation a business is to serve the people of society [8, pp. 412-431]. Entrepreneurship is an opposite of employee to work for somebody else is the willingness to be involved in entrepreneurial activities and be self-employed [9, pp. 7-30]. For personal freedom entrepreneurship became very attractive nowadays for those who are in the process of their career selection choice [10, pp. 99-117]. To perform a specific task or action need certain state of mind researchers called that intention which is also has connection with other factors.

According to theory of Ajzen (1991) human behavior are planned and intentions predict this behavior while these intentions are predicted by attitude towards that behavior, subjective norm and perceived behavioral control [11, pp. 117-141], [12, pp. 179-211]. The theory suggests three independent determinants of intention. The first one is attitude which shows the appraisal degree to which a person favorable or unfavorable attitude toward a certain behavior. The second one is subjective norm which is considered to be the social pressure to perform a behavior. The third one is perceived behavioral control which refers to perceived ease or difficulty of performing certain behavior. These three determinants directing to central construct of the theory which is the intention of a person to perform certain behavior. The intention to perform certain behavior should be stronger with respect to favorable attitude, subjective norm and greater perceived behavioral control for that behavior. In this theory intention has considered to be the reflection person mind decision to perform or not to perform a certain behavior. In case of entrepreneurship [13, pp. 442-452] explains that intention is a state of mind which directs the actions and attentions towards the achievement of specific goal of self-

employment. To consider intention as a state of mind [14, pp. 411-432] has defined an effort to perform entrepreneurial behavior and noticeable for those who want to become entrepreneurs.

In this case based on the structure of the model theory of planned behavior there three determinants which predict the intentions of students towards entrepreneurship. Attitude toward entrepreneurship, perceived behavioral control and subjective norm (TPB) are explained below.

The first one is attitude towards entrepreneurship, to make evaluation of ideas, events objective or people to get self-positive or negative reflection to that specific behavior. The factor has explained by [15, pp. 165-182] in term of its importance in entrepreneurship. A lot of researchers has found the association between attitude and entrepreneurial intention in their studies. While studying entrepreneurial intention in Turkey [3, pp. 52-54] found out that there is a relationship between attitude and entrepreneurship intentions.

The second predictor which effect intention towards performing a certain behavior (TBP). In entrepreneurship case, it is very important specially for young students because they are thinking about the approval or disapproval of certain behavior from their surroundings. In comparative study of entrepreneurial intension among Scandinavia and USA [16, pp. 145-160] found positive contribution of this factor in students' intention.

The third one perceived behavioral control which suggest the perception about certain task or behavior that it will be easy or difficult to accomplish. In which a person thinks about the resources, risk, effort, skills and knowledge. This construct is very important to make a decision about a career or perform certain task. In case of entrepreneurship study in its importance in making decision to be an entrepreneur many researchers have found significant result of this factor on students' intentions towards entrepreneurship. While doing research on Malaysian students' intension towards entrepreneurship [17, pp. 1-10] found positive impact of perceived behavioral control on students' entrepreneurship.

In this research study, we are using theory of planned behavior (TPB) which has been used by many researchers and suggested this theory a good tool for measuring entrepreneurial intention. To study students' entrepreneurial intention in Turkey [3, pp. 47-56] for the comparative study [16, pp. 145-153] used this theory and Africa [18, pp. 711-728] for social entrepreneurial research on students in [19, pp. 17-34], Egypt, [20, pp. 403-415], India [21, pp. 406-413]. We going to use this theory is a tool for measuring students' intention towards social entrepreneurship in the institute of public administration and entrepreneurship Ural Federal University Russia.

A separate construct was developed to explain the impact of university environment and education on entrepreneurship intention of the students. The previous studies show that including social entrepreneurship education in curriculum is quite developing and new event [22, pp. 591-606.]. To provide social entrepreneurship in the form of qualified education has been developing all around the world to produce innovative workforce to solve the real-world problems [23, pp. 13-36]. As we consider entrepreneurship is connected only with economic activities like sustainability or productivity but it the process of overcoming the obstacle together [24, pp. 6-9]. Here we can say that entrepreneurship education is not only to start a social or commercial enterprise but to be able to solve the obstacle which we are facing in the present and predicted future. In year (2011) Brock and Kim conducted a study and explained the importance and interest of social entrepreneurship education. They pointed out that social entrepreneurship is not limited to certain faculty now many universities, different faculties, institutions and high school are offering social entrepreneurship programs [25, pp. 1-2].

From the literature analysis of the entrepreneurship intention of students in this study we concluded that they want to do something innovative and creative for the betterment of their societies. They want to give back instead of getting something from their societies. We observed in our study that academic support and entrepreneurial environment effects the intentions of students towards entrepreneurship. For the reason of diversion their attention towards entrepreneurship excursion is necessary to the concept of entrepreneurship during their studies. The source of this excursion will be the core attention of policy makers and education authorities to give importance to entrepreneurship and make it a part of all level of education from school level to university. The study as a drop contribution to the ocean of entrepreneurship literature. Further study on comparison of different universities and countries respondents will make the contribution stronger.

Therefore, constructing a unique entrepreneurship education model and building entrepreneurial ecosystem according to their own conditions and environment are fundamental for colleges and universities. In essence, the concept of ecosystem allows us to view entrepreneurship education as a holistic educational system that interconnects with the teaching, research, service, and partnership with local and regional business communities. This ecosystem utilizes multiple actors and heterogeneous resources to stimulate innovative and entrepreneurial thinking and to support valuable entrepreneurial activities.

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